

# ENGL 345: English Language for Teachers

## Spring 2023

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|----------------------|---|-------------------|-----------------|
| <b>Instructor:</b>   | James A. Berry, Ph.D.   | <b>Email:</b>     | jberry@uwsp.edu |
| <b>Office:</b>       | CCC 441   |                   |                 |
| <b>Office hours:</b> | Mon/Wed, 2:00–3:00 p.m.; Tue/Thu, 3:30–4:30 p.m.;<br>and by appointment |                   |                 |
| <b>Class meets:</b>  | Tue/Thu<br>2:00–3:15 p.m.   | <b>Classroom:</b> | CCC 207         |

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*The University of Wisconsin–Stevens Point occupies lands inextricably connected to the Ho-Chunk people and their sacred language, Hoocqk, and to the Menominee people and their sacred language, Omāēqnomenēw-wēqnaesen, since time immemorial. We must acknowledge the deep Ho-Chunk and Menominee love for their languages and honor all those who speak and care for the Indigenous languages of Wisconsin. These other languages include: Māʼeekuneeweexhowāakun (Mohican), Huluníixsuwaakun (Munsee), Ojibwemowin/Anishinaabemowin (Ojibwe), Ukwehuwehnéha (Oneida), and Bodwéwadmimwen/Neshnabémwen (Potawatomi). Languages are key to the past, present, and future well-being of Indigenous nations. Collectively, we share an exigent responsibility to arrest language loss due to settler-colonialism; to support revitalization efforts; and to seek linguistic justice for Indigenous peoples. (Adapted from Enwejig land and language acknowledgment, UW–Madison)*

### COURSE DESCRIPTION

Welcome to ELT! The UWSP Catalog gives the following description of this course:

*Overview of history and structure of English and conventions of standard written English. Includes contemporary approaches to teaching grammar, usage, punctuation.*

As the description states, in this class we will examine the conventions of the English language, largely focusing on the variety known as “standard written English.” Whether you like it or not, this variety is probably very familiar to you as a student, and it carries some significant advantages in the culture of the U.S. and other countries.

Although we will focus on the variety that is associated with the classroom, we will also discuss other varieties and how language use is negotiated by teacher and student. We will examine the ways in which language (and language study) can become an element of the power dynamic inherent to the educational setting. It will be important for you to understand **descriptive** and **prescriptive** approaches to language study (in English and all languages) as you plan to create your own classroom.

Our goal is to understand English from a linguistic viewpoint—in particular by studying its grammatical structure, its usage, and the conventions of writing that we use to signal information to readers. By addressing these concerns, you should be provided with some tools useful for teaching English language arts.

## COURSE LEARNING OUTCOMES

Upon completing this course, students will be able to

- understand the ways language is used in the classroom;
- access and use concepts and terminology for talking about English words and sentences;
- demonstrate familiarity with common issues of written English usage and punctuation;
- reflect on the language practices they have experienced in and out of the classroom; and
- create an initial plan for teaching English grammar to a variety of students.

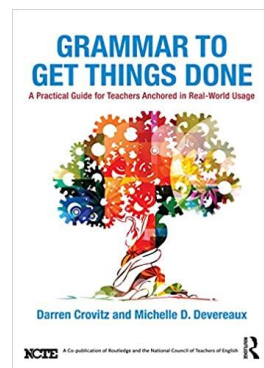
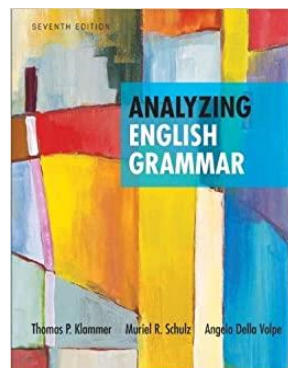
## REQUIRED TEXTS AND MATERIALS

### **Rental**

Klammer, Thomas P., Muriel R. Schulz, and Angela Della Volpe. *Analyzing English Grammar* (7<sup>th</sup> Edn.). Boston: Pearson, 2013.

### **Purchase**

Crovitz, Darren, and Michelle D. Devereaux. *Grammar to Get Things Done: A Practical Guide for Teachers Anchored in Real-World Usage*. New York: Routledge, 2017.



### **Online resources**

*Oxford English Dictionary*, available online via the UWSP Library site.

## MY CLASSROOM PHILOSOPHY:

One of the reasons I was drawn to language as a field of study is that it simultaneously combines the *universality* and *diversity* of the human experience. Language, it could be argued, is what makes us human. Therefore, it is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, a strength, and a benefit.

We will use materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your contributions are encouraged and appreciated—after all, language is something we all share

and bring with us. Please question my assumptions and your own and let me know ways to improve the effectiveness of the course for you personally or for other students.

I ask of you at all times to be respectful and thoughtful toward others; aggressive and disruptive behavior will not be tolerated. Our classroom will be a place where all involved can feel brave enough to exchange ideas. As a class we will work together to understand and appreciate a variety of viewpoints.

*NOTE: If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).*

### **LEARNING RESOURCES:**

#### ***Tutoring-Learning Center ("TLC"):***

The Tutoring-Learning Center, or TLC, is located in CCC 234 on the Stevens Point campus, as well as in the Marshfield and Wausau campus libraries. The TLC offers appointment-based and walk-in assistance; this is a great resource for many classes. Information can be found at <https://www3.uwsp.edu/tlc/Pages/default.aspx>

### **LATE WORK AND PROBLEM SOLVING:**

If you cannot turn in an assignment by the deadline, please notify me **by email** as soon as you can (preferably before the due date) to discuss an extension. Deadlines exist for a reason, but we all know that **things happen**.

I encourage you to communicate with me **when things do happen**: reach out before or after class, during office hours, over email, or by appointment any time we are both available. Please discuss concerns with me at the earliest possible time—while we both have options. I am generous with students who consult with me while issues are concerns, rather than crises.

***It's important for us both to recognize and understand when too much time has passed to recover an assignment, or even a semester.***

Of course, if an emergency situation does arise, please let me know when you are able.

### **ASSIGNMENTS AND ASSESSMENT**

Over the course of the semester, there will be three exams (one of which will be due during finals week), and four homework assignments. Attendance and participation (by way of discussions and practice work) will also play a role in your grade.

#### ***Exams***

The three exams for this class will be equally weighted. Exam type (in-class vs. take-home) will be determined by class vote. The third exam will be due during finals week.

**Homework assignments**

Homework assignments will provide you with an opportunity to try out some of the topics we have discussed in class. **English Education students will have a fifth assignment, to write a brief plan (to be inserted in their CULPA) for using grammar and usage/punctuation in their future classrooms.**

**Reading assignments**

You will be assigned readings that are to be completed before our discussions. Please bring questions and concerns raised by the readings with you to class.

**Attendance and participation**

This class follows an in-person modality, and much of your learning will take place in class, so you should attend on a regular basis. What, exactly, does this mean in the continuing age of COVID-19? For this class, "attendance" means being in the classroom **when it is possible for you to do so.**

Three years into a pandemic (endemic?), these continue to be unprecedented times. We're trying to hold a "normal" class while our lives have changed in many ways. I will take attendance with a sign-in sheet after the first week. Three important rules:

- 1. PLEASE FOLLOW ALL UNIVERSITY GUIDELINES WITH REGARD TO COVID-19.**
- 2. PLEASE DO NOT COME TO CLASS IF YOU ARE ILL.**
- 3. IT IS YOUR RESPONSIBILITY TO KEEP ME INFORMED.**

Aside from illness or other significant event (family emergency, etc.), you will have **2 freebie absences**. You can take them without notifying me. If you miss more than 2 classes (again, aside from significant life events such as illness/family emergency), each missed class lowers your attendance grade (e.g. 3 missed classes = A-; 4 = B+; 5 = B; etc.).

**Grading**

|  |            |
|--|------------|
| Exams (3 @ 20% each)   | 60%        |
| Homework assignments (4 @ 7.5% each)   | 30%        |
| (includes CULPA statement for Eng. Ed.;<br>will be 5 @ 6% each for those students) |            |
| <u>Attendance/participation/activities</u>   | <u>10%</u> |
| <br>TOTAL  | <br>100%   |

**Grading scale**

|             |             |             |             |           |
|-------------|-------------|-------------|-------------|-----------|
| 93-100% = A | 87-89% = B+ | 77-79% = C+ | 67-69% = D+ | 0-59% = F |
| 90-92% = A- | 83-86% = B  | 73-76% = C  | 60-66% = D  |           |
|             | 80-82% = B- | 70-72% = C- |             |           |

**UNIVERSITY POLICIES:*****Student academic disciplinary procedures:******UWSP 14.01 Statement of principles***

The Board of Regents, administrators, faculty, academic staff, and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and to the University of Wisconsin System. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

***UWSP 14.03 Academic misconduct subject to disciplinary action.***

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

***Commitment to integrity:***

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class, and also integrity in your behavior in and out of the classroom.

**FERPA:**

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear educational need to know may also have to access to certain student records. Exceptions to the law include

parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings for ENGL 344 are protected intellectual property at UW–Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation.

*Regent Policy Document 4-1*

Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

**EQUAL ACCESS FOR STUDENTS WITH DISABILITIES:**

UW–Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please contact the Disability Resource Center to complete an Accommodations Request form. Phone: 715-346-3365; Room 108 Collins Classroom Center; <https://www.uwsp.edu/disability-resource-center/>.

**EMERGENCY MANAGEMENT:**

In the event of a medical emergency call 911 or use campus phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See [www.uwsp.edu/emergency/Pages/floor-plans.aspx](http://www.uwsp.edu/emergency/Pages/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools, or large classrooms).

In the event of a fire alarm, evacuate the building in a calm manner. Meet 200 yards away from building. Notify instructor or emergency response personnel of any missing individuals.

Active Shooter – RUN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out, and remain quiet. Call 911 when it is safe to do so. Follow instructions of emergency responders.

See UW–Stevens Point Emergency Procedures at [www.uwsp.edu/emergency/Pages/emergency-procedures](http://www.uwsp.edu/emergency/Pages/emergency-procedures) for details on all emergency response at UW–Stevens Point.

## SCHEDULE

(subject to change)

(Note: *C&D* = Crovitz & Devereaux; *KS&DV* = Klammer, Schultz, & Della Volpe; *both* = both texts)

| <u>Date</u>     | <u>Readings/Assignments</u>  |
|-----------------|--|
| <b>Week 1</b>   |  |
| T–R<br>1/24–26  | Introduction to course<br>Ch. 1 (both) Introduction to grammar   |
| <b>Week 2</b>   |  |
| T–R<br>1/31–2/2 | Ch. 1 (both) continued<br>Ch. 2 (both), Ch. 3 (C&D) Sociolinguistic concerns                             |
| <b>Week 3</b>   |  |
| T–R<br>2/7–9    | <b>Homework 1<br/>due 2/7</b><br>Ch. 2 (both), Ch. 3 (C&D) continued<br>Ch. 3 (KS&DV) English morphology |
| <b>Week 4</b>   |  |
| T–R<br>2/14–16  | Ch. 4 (KS&DV) Form-class (lexical) words<br>Ch. 4, Unit 4 (C&D) Lexical categories                       |
| <b>Week 5</b>   |  |
| T–R<br>2/21–23  | <b>Homework 2<br/>due 2/21</b><br>Ch. 4 (both) continued<br><b>Review for Exam 1</b>                     |
| <b>Week 6</b>   |  |
| T–R<br>2/28–3/2 | <b>Exam 1 (2/28)</b><br><br><b>***NO CLASS THU 3/2***</b>  |

| <u>Date</u>  | <u>Readings/Assignments</u>   |  |
|--|---|--|
| <b>Week 7</b>  |   |  |
| T-R<br>3/7-9   |   | Ch. 5 (KS&DV) Structure-class (grammatical) words  |
| <b>Week 8</b>  |   |  |
| T-R<br>3/14-16   |   | Ch. 6 (KS&DV) More structure-class words   |
| <b>***** SPRING BREAK, MARCH 20-24: NO CLASSES *****</b> |   |  |
| <b>Week 9</b>  |   |  |
| T-R<br>3/28-30   |   | Ch. 7 (KS&DV) Phrases  |
| <b>Week 10</b>   |   |  |
| T-R<br>4/4-6   | <b>Homework 3<br/>due 4/4</b>   | Ch. 7 (KS&DV) continued<br><b>Review for Exam 2</b>  |
| <b>Week 11</b>   |   |  |
| T-R<br>4/11-13   | <b>Exam 2 (4/11)</b>  | Ch. 8 (KS&DV) Five basic sentence types  |
| <b>Week 12</b>   |   |  |
| T-R<br>4/18-20   |   | Ch. 8 (KS&DV) continued<br><b>***NO CLASS THU 4/20***</b>                                    |
| <b>Week 13</b>   |   |  |
| T-R<br>4/25-27   | <b>Homework 4<br/>due 4/27</b>  | Ch. 9 (KS&DV) Sentence transformations<br>Ch. 10 (KS&DV) Finite adverbial/adjectival clauses |
| <b>Week 14</b>   |   |  |
| T-R<br>5/2-4   |   | Ch. 10 (KS&DV) continued<br>Ch. 11 (KS&DV) Finite nominal clauses                            |
| <b>Week 15</b>   |   |  |
| T-R<br>5/9-11  | <b>CULPA statement<br/>due 5/11<br/>(English Education students only)</b> | Ch. 12 (KS&DV) Nonfinite verb phrases<br><b>Review for exam</b>                              |
| <b>Finals Week</b>                                       |   |  |
| T<br>5/16  | <b>Exam 3 (8:00-10:00 a.m.)</b>   |  |